SOUTH BEND CIVIC THEATRE

PRESENTS

DREAMWORKS THEATRE

HOW TO TRAIN YOUR DRAGON

THE MUSICAL JR.

SHEIN TRUST

Behind the Curtain

SYNOPSIS | THEATRE ETIQUETTE | VOCABULARY LIST | SUGGESTED READING

Table of Contents



Recommended for Ages 5-14

Thank you for joining us on this journey to the Isle of Berk! If you've ever dreamed of being on stage, creating sets, or helping bring stories to life, we'd love to have you join our community. There's a place for everyone, both on and off the stage!

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Theatre Etiquette & Accessibility

NO PAPARAZZI PLEASE

Leave cell phones, tablets, hand held games, and other distracting electronics at home or turn them off completely. No texting or photography during the performance.

TAKE YOUR SEAT

When the lights dim, the play is about to begin! Take your seat and stay seated. There will be one 15 minute intermission for this performance.

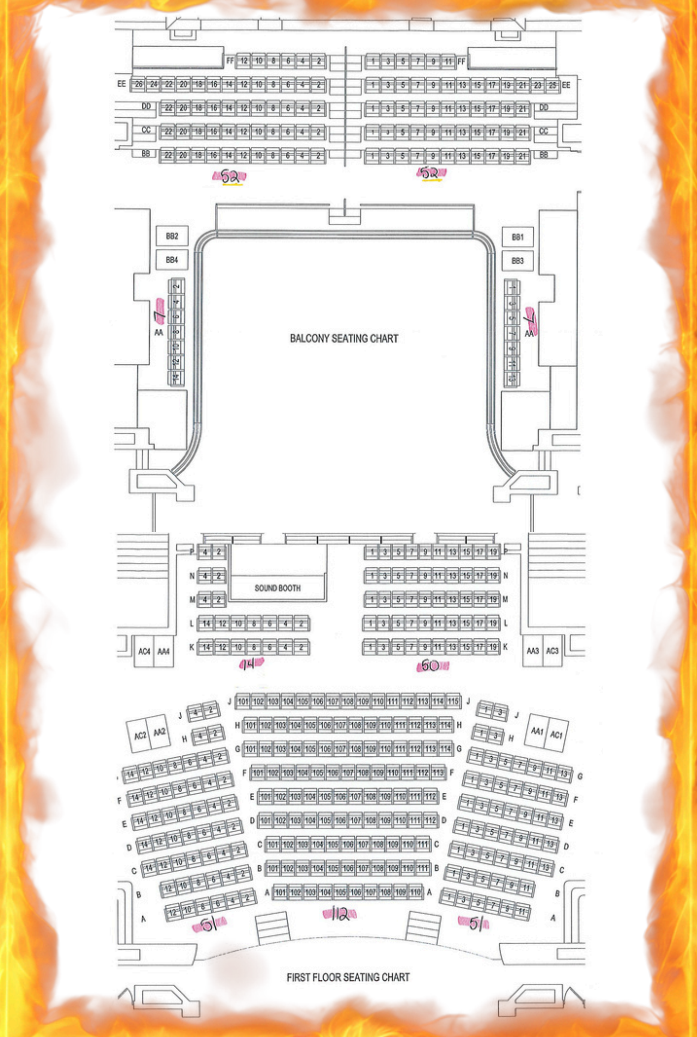
SILENCE IS GOLDEN (UNTIL IT ISN'T!)

To ensure you and your fellow audience members have the best experience, focus all of your attention on the play. We ask that you refrain from talking to your neighbors as it distracts the actors onstage. Feel free to laugh and react naturally as the play unfolds. Applauding at the end of scenes and at curtain call is encouraged!

Accessibility

Exits located on either sides of the aisles on both the main floor and balcony.

Wheelchair accessible seats can be found on either side of the main floor in rows H & J.



Synopsis

How to Train Your Dragon Jr. tells the story of Hiccup, an inventive but overlooked Viking teenager who lives on the island of Berk, where dragons and humans have been enemies for generations. While the other Vikings pride themselves on their strength and dragon-fighting skills, Hiccup struggles to fit in. Everthing changes when he secretly befriends an injured dragon he names Toothless. As the two form an unlikely friendship, Hiccup begins to question everything he has been taught about dragons and discovers that understanding and compassion can be more powerful than fear.

As Hiccup works to earn the respect of his father, Chief Stoick, and the other villagers, he must find the courage to stand up for what he knows is right. When a greater threat puts both Vikings and dragons in danger, Hiccup's empathy, creativity, and leadership inspire his community to rethink old prejudices and work together. Filled with adventure, humor, memorable songs, and heartwarming moments, *How to Train Your Dragon Jr.* is a celebration of friendship, acceptance, bravery, and the power of challenging assumptions to create a better future for everyone.

State Learning Standards

NOTE: Referenced standards listed on the following pages

INDIANA STATE K-12 LEARNING STANDARDS

How To Train Your Dragon Jr. explores a variety of themes and concepts. A few Discussion Topics we believe are particularly relevant include **Finding Your Own Identity, Friendship & Understanding, Challenging Prejudice & Fear,** and **Teamwork & Collaboration**.

Watching this production and engaging with our Behind The Curtain audience guide can foster essential skills for navigating the modern world including: Creative Thinking, Collaboration, Critical Thinking, Perseverance, Communication, and a Growth Mindset.

Additionally, we believe this experience and the accompanying guide can assist educators in meeting various **Indiana State Learning Standards**. We've highlighted some standards that align well with specific articles and activities below. While we've selected a few examples, we encourage you to get creative and find other connections between what your students are learning & this theatrical experience!

ATTENDING A PERFORMANCE OF *How To Train Your Dragon Jr.*

FINE ARTS

THEATRE ARTS | Anchor Standards 7-11

PROFILE OF THE PLAYWRIGHT

FINE ARTS

THEATRE ARTS | Anchor Standards 7-9

ENGLISH & LANGUAGE ARTS

READING COMPREHENSION | 8.RC.4-5 & 7, 7.RC.5-7 & 9, 6.RC.5-7 & 9, 5.RC.6, 8-9, & 11-13, 4.RC.5, 7-8, &10-13, 3.RC.5-6 & 11-13, 2.RC.1 & 6-7, 1.RC.1 & 6-7, K.RC.1 & 5-6

THEMES & DISCUSSION TOPICS

THEATRE ARTS | Anchor Standards 7-11

ENGLISH & LANGUAGE ARTS

READING COMPREHENSION | 8.RC.1-3, 7.RC.1-3 & 7, 6.RC.1-3 & 7, 5.RC.2-3, 4.RC.2-3, 3.RC.2-3, 2.RC.1-3 & 5, 1.RC.1-3, K.RC.1-3 & 5

COMMUNICATION & COLLABORATION | 8.CC.1-3 & 6, 7.CC.1-3 & 6, 6.CC.1-3 & 6, 5.CC.1-2, 4.CC.1-2, 3.CC.1-3, 2.CC.1-2 & 4-5, 1.CC.1-2 & 4, K.CC.1 & 3

WRITING | 8.W.2-4, 7.W.2-4, 6.W.2-4, 5.W.3-4, 4.W.3-4, 3.W.4-5, 2.W.2-4, 1.W.3-4, K.W.3-4

VOCABULARY

ENGLISH & LANGUAGE ARTS

READING FOUNDATIONS | 5.RF.1-2, 4.RF.1-3, 3.RF.1-5, 2.RF.1-4, 1.RF.1-4, K.RF.1-9

READING COMPREHENSION | 8.RC.1, 8-10, 7.RC.1 & 10-13, 6.RC.1, 10, 11 & 13, 5.RC.1 & 11-14, 4.RC.1 & 10-13, 3.RC.1, 7, 11-13, 2.RC.7 & 11-12, 1.RC.9-10

SUGGESTED READING

ENGLISH & LANGUAGE ARTS

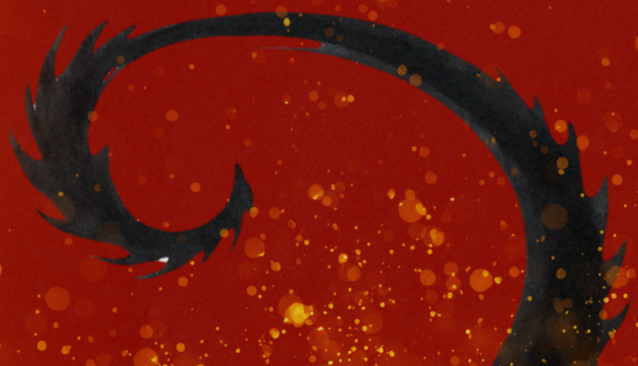
READING COMPREHENSION | 8.RC.1-3; 7.RC.1-3 & 7, 6.RC.1-4 & 7, 5.RC.1-6 & 10-14, 4.RC.1-5 & 9-13, 3.RC.1-5 & 10-13, 2.RC.1-5, 1.RC.1-6, K.RC.1-5

VIKINGS THROUGHOUT HISTORY

SOCIAL STUDIES

HISTORY | 7.H.1, 10; 6.H.1-3, 14; 3.H.7; K.H.2-3

GEOGRAPHY | 6.G.3; 3.G.1 & 4; 2.G.6; 1.G.1-2; K.G.1, 4 & 5



State Learning Standards

ACTIVITY PAGES

ENGLISH & LANGUAGE ARTS

WRITING | 5.W.3 & 6; 4.W.3 & 6-7; 3.W.1, 4, 7-8; 2.W.1, 4, 7-8; 1.W.1, 4-5 & 7-8; K.W.1-5 & 7-8

COMMUNICATION & COLLABORATION | 5.CC.1 & 3; 4.CC.1 & 3, 3.CC.1, 2 &4; 2.CC.1 & 7; 1.CC.1, 2 & 4; K.CC.1-3

SCIENCE

EARTH & SPACE SCIENCE | K-ESS2-2

ENGINEERING DESIGN | 3-5-ETS1-1, 1-2, 1-3; K-2-ETS1-1, 1-2

MOTION & STABILITY | 3-PS2-4

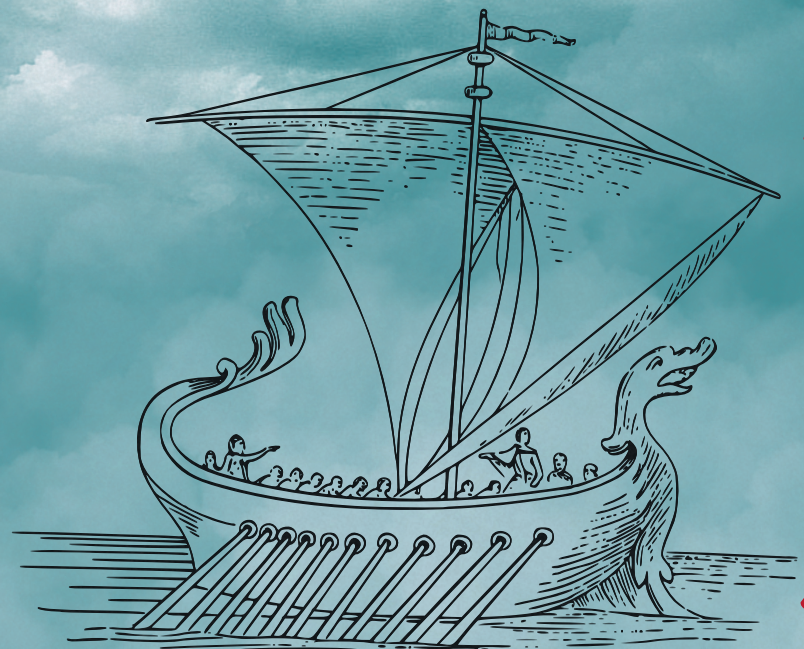
Fine Arts

THEATRE ARTS

Anchor Standards View Theatre Arts Standards

Health & Wellness

Anchor Standards View Health & Wellness Standards



Common Core

Eng. & Lang. Arts

READING COMPREHENSION, COMMUNICATION & COLLABORATION, AND WRITING

8.RC./W./CC. View 8th Grade Standards
7.RC./W./CC. View 7th Grade Standards
6.RC./W./CC. View 6th Grade Standards
5.RC./W./CC. View 5th Grade Standards
4.RC./W./CC. View 4th Grade Standards
3.RC./W./CC. View 3rd Grade Standards
2.RC./W./CC. View 2nd Grade Standards
1.RC./W./CC. View 1st Grade Standards
K.RC./W./CC. View Kindergarten Standards

Science

EARTH & SPACE SCIENCE, ENGINEERING DESIGN, MOTION & STABILITY

5.ETS. View 5th Grade Standards
4.ETS. View 4th Grade Standards
3.ETS./PS. View 3rd Grade Standards
2.ETS. View 2nd Grade Standards
1.ETS. View 1st Grade Standards
K.ESS./ETS. View Kindergarten Standards

Social Studies

HISTORY, GEOGRAPHY, ECONOMICS

7.H. View 7th Grade Standards
6.H./G./E. View 6th Grade Standards
4.H.E. View 4th Grade Standards
3.H./E. View 3rd Grade Standards
2.G. View 2nd Grade Standards
1.G./E.. View 1st Grade Standards
K.H.G.E. View Kindergarten Standards





PROFILE OF THE PLAYWRIGHTS

Kate Thomas & Veronica Mansour



Kate Thomas is a musical theatre book writer and lyricist whose work is driven by a passion for creating inventive, original musicals that connect with audiences and make them feel alive. She is the playwright and one of the lyricists of *How to Train Your Dragon Jr.* and her musical *Forget Me Not* (with Joey Contreras) has launched a ground-breaking partnership with a cutting edge DNA laboratory to help solve real cold cases through theatre. A two-time Kleban Prize Finalist, two-tine Jonathan Larson Grant Finalist, and 2021 PMCA Emerging Playwright Competition Winner, Kate's work has been developed with organizations including Prospect Theater Company, New York Theatre Barn, Manhattan School of Music, NYU Tisch, and Illinois Wesleyan. She received her MFA in musical Theatre Writing from Tisch School of the Arts and is currently commissioned by Children's Theatre Company to adapt *Brambletown* for the stage with Grammy Award-winning dup The Okee Dokee Brothers.

Veronica Mansour is a composer, lyricist, and performer whose work combines inventive musical storytelling with her love of live theatre. She is a two-time Richard Rodgers Award winner, Fred Ebb Award Winner, Jonathan Larson Grant winner, Eric H. Weinberger Librettist Award winner, and Dramatists Guild Fellow. Veronica is one of four writers selected for the DreamWorks Theatricals, M.T.I., and NBCUniversal Emerging Writers Program, through which she serves as composer and co-lyricist for *How To Train Your Dragon Jr.* Her work has been developed with organizations including the National Alliance for Musical Theatre West, and The Orchard Project, as well as universities and conservatories across the country. An accomplished cellist and vocalist, Veronica studied at the Colburn School and Pasadena Conservatory of Music before earning a BA in Cello Performance and English from the University of Notre Dame and an MFA in Graduate Musical Theatre Writing from NYU Tisch School of the Arts. She is a proud member of Maestra, the Dramatist Guild, and BMI.

Themes

FINDING YOUR OWN IDENTITY

Hiccup struggles with feeling like he does not measure up to the traditional Viking expectations of strength and bravery. Throughout the story, he learns that his creativity, compassion, and unique perspective are valuable strengths.

FRIENDSHIP & UNDERSTANDING

The relationship between Hiccup and Toothless shows how genuine friendship can form between individuals who seem different from one another. Their bond demonstrates the importance of empathy, trust, and taking the time to understand others.

CHALLENGING PREJUDICE & FEAR

The people of Berk have been taught to fear and fight dragons for generations. Hiccup's journey encourages others to question long-held beliefs, challenge stereotypes, and recognize that fear often comes from misunderstanding.

TEAMWORK & COOPERATION

Hiccup's jounrey shows that solving problems often requires collaboration and accepting help from others. The Vikings and dragons must learn to work together to overcome challenges and build a more peaceful future.

Discussion Topics

Have you ever felt like you didn't fit in or weren't good at the same things as everyone else? What helped you recognize what makes you unique? Break into groups and discuss.

At the beginning of the story, Vikings and dragons see each other as enemies. Why do you think people sometimes fear things they. don't understand?

How does getting to know Toothless change Hiccup's understanding of dragons? How can getting to know someone different from us change the way we see them?

Hiccup chooses to be kind to Toothless even though others expect him to fight dragons. Why can it sometimes be difficult to stand up for what you believe is right? Write a one-page paper answering.

What qualities make someone a good friend? How do Hiccup and Toothless show trust, loyalty, and respect throughout the story?

The Vikings and dragons have to work together to solve a problem. Why is teamwork sometimes challenging, and what makes a team successful? Break into groups and discuss.

Hiccup discovers that being brave doesn't always mean being the toughest person in the room. What are different ways someone can show courage?

Imagine you could add a new character to *How To Train Your Dragon Jr.* What would they teach the Vikings and dragons about friendship, acceptance, or working together?

Suggested Reading

Find these and other titles at the St. Joe County Public Library

The Name Jar
by Yangsook Choi
THEMES EXPLORED:Finding Your Own Identity, Friendship & Understanding, Challenging Prejudice & Fear
AGES 5-7

Julian Is A Mermaid
by Jessica Love
THEMES EXPLORED: Finding Your Own Identity, Friendship & Understanding
AGES 5-8

The Proudest Blue
by Ibtihaj Muhammad & S.K. Ali
THEMES EXPLORED: Finding Your Own Identity, Challenging Prejudice & Fear, Friendship & Understanding
AGES 5-8

Hair Love
by Matthew A. Cherry
THEMES EXPLORED: Finding Your Own Identity, Friendship & Understanding, Teamwork & Cooperation
AGES 5-9

The Day You Begin
by Jaqueline Woodson
THEMES EXPLORED: Finding Your Own Identity, Friendship & Understanding, Challenging Prejudice & Fear
AGES 5-9

Dinosaurs Before Dark
by Mary Pope Osborne
THEMES EXPLORED: Finding Your Own Identity, Friendship & Understanding, Challenging Prejudice & Fear
AGES 6-9

A Boy Called Bat
by Elana K. Arnold
THEMES EXPLORED: Finding Your Own Identity, Friendship & Understanding, Challenging Prejudice & Fear
AGES 8-11

New Kid
by Jerry Craft
THEMES EXPLORED: Finding Your Own Identity, Friendship & Understanding, Challenging Prejudice & Fear
AGES 9-13

The Amazing Maurice and His Educated Rodents
by Terry Pratchett
THEMES EXPLORED: Finding Your Own Identity, Friendship & Understanding, Challenging Prejudice & Fear, Teamwork & Cooperation
AGES 9-14

Ghost Boys
by Jewell Parker Rhodes
THEMES EXPLORED: Challenging Prejudice & Fear, Finding Your Own Identity, Friendship & Understanding
AGES 9-14

A Very Large Expanse of Sea
by Tahereh Mafi
THEMES EXPLORED:Finding Your Own Identity, Friendship & Understanding, Challenging Prejudice & Fear
AGES 13-14

Firekeeper's Daughter
by Angeline Boulley
THEMES EXPLORED: Finding Your Own Identity, Friendship & Understanding, Challenging Prejudice & Fear, Teamwork & Cooperation
AGES 13-14

Vocabulary

All definitions sourced from the Merrium Webster dictionary

Meridian- (n) a great circle on the surface of the Earth passing through the poles; a high point
And despite being located along the meridian of misery, it's pretty sturdy.

Generation- (n) a body of living beings constituting a single step in the line of descent from an ancestor
Yeah, in Berk we might be seven generations deep, but every passing day's still a fight.

Extraordinaire- (adj) extremely good or impressive
That's Gobber. Our blacksmith and weapon-making extraordinaire.

Catapult- (n) an ancient military device for hurling missiles
Ready the catapults!

Gesture- (v) to make a movement usually of the body or limbs that expresses or emphasizes an idea, sentiment, or attitude
You just gestured to all of me.

Wrangle- (v) to herd and care for (livestock and especially horses) on the range
Go wrangle cattle that got lost in the fight.

Inflation- (n) the puffing up
Recent events have shown me I really can't kill dragons, and me even thinking I could was just an inflation of ego.

Transfer- (v) to pass from one person, place, or situation to another: move, shift
Yeah, can I transfer to the class with the cool Vikings?

Defend- (v) to drive danger or attack away from
'Cuz this is how you defend against attack.

Dainty-(adj) marked by delicate beauty, form, or grace
Take the one with the flowers! For your dainty personality.

Thrive- (v) to grow vigorously: flourish
I thrive in high stakes.

Practically- (adv) almost, nearly
He was practically barbecue!

Reclusive- (adj) seeking being alone: retiring from society
Thunderdrum is known to be reclusive, living in underwater caves and tide pools.

Scald- (v) to burn with or as if with hot liquid or steam
Scauldrons will scald you with their water.

Floundering- (v) proceeding or acting clumsily
I can't teach myself, floundering all alone.

Contradiction- (n) a statement or phrase whose parts imply the opposite or a denial of each other
Like I know it's a contradiction with my super-menacing appearance, but I'm a lover, not a fighter.

Vikings Throughout History



VIKING WARRIOR QUEEN | PBS

Join a team of archaeologists as they examine one of the most significant Viking graves ever found and test the DNA of the remains of the female warrior buried inside, rewriting our understanding of Viking society.
RATING: TV-PG | TIME: 55m21s



VIKINGS: ENGLAND AT BAY | PBS

A general introduction to the myth and reality of Viking culture and to the economic and literary background of Scandinavia in the period circa 800 C.E.-1000 C.E.
RATING: TV-G | TIME: 28m48s



NORWAY: QUEST FOR THE VIKING SPIRIT

Adventurer Richard Bangs seeks out the modern-day “Viking Spirit” in Norway’s forbidding Arctic north, its mountainous sea coast and its bustling cities.
RATING: TV-G | TIME: 56m50s



EXPLORE A VIKING VILLAGE | PBS

Want to “walk” through a real Viking village? These sequences from the NOVA film “The Viking” offer a fascinating and unprecedented look at Birka, a medieval Viking village that archaeologists recently excavated.
RATING: TV-14

Activity

EXERCISE: Making a Dragon Trap
GRADES: K-5th Grade
TIME: 1hr+

SUPPLIES: Pencil, Paper, Markers, Popsicle Sticks, Plastic Cups, Dominoes, Blocks, Straws, Tinfoil, Yard Sticks, Cardboard, & Duct Tape

OVERVIEW:

The Vikings of the Isle of Berk are fearless warriors, but also inventive engineers in their creation of traps for the dragons attacking their home. Today in small groups our class will create our own dragon traps using supplies from our classroom, and whatever else we can scrounge up from the village.

INSTRUCTIONS:

1. Introduce this topic by first discussing how Hiccup is a scientist and, more specifically, an engineer, and how throughout *How to Train Your Dragon Jr.* he consistently demonstrates creative problem-solving and practical building skills. Point out that other characters in Berk also show impressive engineering through everyday Viking technology such as catapults, ships, and other tools used to defend their village. Emphasize that Viking society is supported by engineering, and explain that today students will help by designing and creating new dragon traps for Berk.
2. Ask students to first examine the materials available, begin brainstorming in their groups (divide students in the way that best supports your classroom), and sketch their ideas for dragon traps. Encourage them to think about how their trap will work, what materials they might use, and how it could actually catch a dragon.
3. After the design stage, distribute the necessary materials to groups and allow them to begin building their dragon traps with what is available. Students should be encouraged to revise or adjust their designs if the materials do not behave the way they expected.
4. Once the designs are completed, allow students to demonstrate their dragon traps to the large group and discuss what they would change with more time, different materials, or another round of testing.

ASSESSMENT:

- Were students able to connect the feats of Hiccup and Berk with modern day engineering? If not how could this better be demonstrated?
- Did students use the design stage at a level that was developmentally appropriate? If not how can we support students who may struggle with planning?
- Were students able to move their designs from the page into fully realized designs? If not how can we support students in the future?

Activity

EXERCISE:Who's Helped Who?
GRADES: K-5th Grade
TIME: 1hr

SUPPLIES: Pencil & Paper

OVERVIEW:
Today students will discuss the importance of helping others, even those that are different from ourselves. After discussing the themes of *How to Train Your Dragon Jr.*, students will be invited to tell stories of times they helped others, and times others helped them. Students will then be tasked with writing this story down using both a picture and written word to convey their story.

INSTRUCTIONS:

1. Introduce this topic by discussing the plot of *How to Train Your Dragon Jr.* with your students. Ask guiding questions such as: "What happens in the story? Who are the main characters? What problem do they face?" Provide a visual (poster, projected image, or drawing) of the main plot points to demonstrate how the story took place. Guide students to identify the theme of helping others, even when it may be difficult or scary. Ask: "How did Hiccup help Toothless, even though everyone told him not to?"
2. Have students turn to a shoulder partner and share a time someone helped them when they were in need of assistance. Give partners 2-3 minutes each to share. Walk around and listen for strong examples you can highlight later.
3. Repeat the process described in step 2, but with a new partner. This time, have students share a story of when they helped someone else in need.
4. Have students return to their tables and instruct them that they will be writing down their story. Tell students they will write about a time you helped someone OR someone helped you. Include at least one drawing to go along with your story. Remind younger students they can use inventive spelling and pictures to tell their story.
5. Once students have finished their stories, ask for volunteers to share their stories with the whole group. Celebrate each story with a round of applause and briefly highlight the theme of helping others.

ASSESSMENT:

- Were students able to independently identify the themes of this play? How can we support our students understanding this in the future?
- Did students understand and respond appropriately to the prompt in verbal form? What about written? How can we make sure students have a smooth transition from idea forming to writing?
- Were students able to draw depictions of their stories at a developmentally appropriate level? Where is there room for growth?

WORK WITH US







SOUTH BEND CIVIC THEATRE

LEARN MORE AT SBCT.ORG

Whether you like to be “in the spotlight,” or prefer to stay “behind the scenes,” South Bend Civic Theatre offers plenty of opportunities to volunteer in every aspect of theatrical production, including field trips, learning new skills, and even opportunities to see shows for free! Checkout our website to learn more!